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ABSTRACT

This booklet proposes to approach the teaching of French from a multicultural perspective. The introductory section presents the reasons for recommending this orientation and the pedagogical advantages to be derived from it, emphasizing the fact that French serves as a link between several Francophone nations and their widely different cultures. Accordingly, a multicultural approach is viewed as more realistic than one that focuses solely on France, and more likely to broaden the appeal of the language as a tool for international communication. The second section offers a panorama of the Francophone regions of the world, with brief introductions to the historical and linguistic contexts into which the French language and culture were thrust, and with a list of basic readings on Francophone literature. The third section presents various activities for teaching about the cultures of the French-speaking world, arranged by level of language proficiency. The fourth section suggests ways of making or collecting instructional materials. The fifth section, a selected bibliography and guide to resources, lists sources of print and audiovisual materials for each Francophone region, including addresses of U.S. distributors and of Francophone nations' embassies in Washington. (MES)

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

39

Teaching French as a Multicultural Language: The French-Speaking World Outside of Europe

John D. Ogden

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A Note to the Reader

The study of the Francophone cultures of the world is a very exciting field. Because the subject is so immense, I would like to invite anyone with additional ideas to communicate them to me. It would be useful to publish these as an addendum or update to the present information, giving credit to each contributor. The collective experience of many teachers could make a great contribution toward stimulating more activity and interest in French-language cultures.

John Ogden

WHAT AND WHY

French is indeed an "international" language. It serves as a link between various Francophone nations as well as a diplomatic language spoken by international representatives of non-Francophone nations. To teach French as a "multicultural"[1] language is to emphasize not just the broad geographic dispersion of the language but the distinctive cultural traits of the regions where it is spoken. Through such an approach students can learn to appreciate the diversity within the community of French-speaking peoples.

French has traditionally--and quite naturally--been taught as the language of continental France, "l'Hexagone," for this is where the language originated and where it has been spoken for the longest time and by the greatest single concentration of speakers. Many textbooks, in fact, have presented French not just as the language of France, but sometimes, one feels, as the language of Paris alone, in spite of the fact that only half the speakers of French in the world live in France. Of an estimated 109 million speakers, about 50 million live in France and the rest are scattered throughout the world. Due to historical and cultural factors, each of these regions has developed its own "personality." It would be simplistic to think that because groups of people speak the same language, they belong to the same culture. Nigerians, Indians, Australians, Americans, and Jamaicans all speak English, yet they belong to manifestly different cultures.

The Francophone areas of the world are usually divided--for the sake of simplicity--into six major regions: (1) North America, (2) the Caribbean (including French Guiana), (3) Sub-Saharan Africa and islands in the Indian Ocean, (4) North Africa and the Near East, (5) Southeast Asia and the Pacific, and (6) Europe. We will treat all but the last here.

What advantage is there to introducing these French-speaking areas into the classroom? First of all, a worldwide perspective is more realistic. It acquaints students with the geographic spread and cultural diversity of the Francophone world, and, by so doing, counters the long-established impression that French is spoken only in France. France can remain the principal focus of the classroom, but it ceases to be the sole focus.

There are pedagogical advantages that result from broadening

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[1] *"Culture" for purposes of this paper refers to those attitudes, values, and behaviors that a people shares as a result of a common past. It is not limited to culture in the sense of art forms, though that is included in the definition.*

the appeal of French through this orientation. French has too long been perceived exclusively as the language of writers and intellectuals, of French cuisine, and of the glorious tradition of art, music, sculpture, and architecture produced by a highly sophisticated society. It is, of course, all those things. But it is also the language of daily life in France and elsewhere.

If students were suddenly to learn that French is spoken in Algeria, Quebec, Senegal, Haiti, Zaïre, Tahiti, and Belgium, among other places, a whole new perspective on the role of French would unfold. Students interested in working for international organizations might realize how useful French could be to them, especially since it is an official language of organizations such as the European Common Market and the United Nations. Students planning to work for large corporations doing business overseas might become aware that business is conducted in French in many areas of the world outside of France. For a black student interested in his or her African heritage, it might be a revelation that 18 sub-Saharan nations use French as an official language and that there is a whole body of Francophone literature that expresses many of the concerns of blacks in the United States. Current events relating to Arab nations may spark an awareness that French is an important tool for learning about and communicating with the peoples of North Africa and the Arab League. Knowledge of French can be a means of furthering the students' interests in other areas and disciplines, rather than being an end in itself. At the very least, students will learn a great deal about world geography, and they will do it in French.

Most important, however, the study of French as a multicultural language can lead students to appreciate the intrinsic merit of other cultures and alert them to their tremendous diversity. French may then become for them a tool that they can use to broaden their knowledge of other ways of life and to communicate with nations all around the world. "Multicultural," of course, implies more than just a knowledge of geography. It includes some acquaintance with the history, customs, and daily life of these areas.

This booklet comprises several sections, each of which may be consulted independently. The second section, Panorama of the Francophone Regions of the World, presents brief introductions to the historical and linguistic contexts into which the French language and culture were thrust. (It is important to know that the characteristics of each area are the product of both preexisting social and political forces and the newer French presence.) This is followed by some brief observations on similarities and differences among the areas and a list of readings for those interested in studying these topics in greater depth.

The third section, Activities and Required Materials, presents various activities for teaching about the cultures of the French-speaking world. These are arranged by level of language

proficiency. The fourth section, Making Your Own Materials, suggests ways of making or collecting classroom materials. The final section presents sources of selected audiovisual and print materials for each region and lists the addresses of distributors of materials and embassies of Francophone nations.

PANORAMA OF THE FRANCOPHONE REGIONS OF THE WORLD

North America

Canada

The greatest single concentration of speakers of French in North America is, of course, in the province of Quebec. More than 80 percent of its more than six million people speak French. Montreal is, after Paris, the largest French-speaking city in the world. New Brunswick, Nova Scotia, and Ontario also have sizable Francophone populations, while the central and western provinces have scattered Francophone communities whose children are educated in local French language schools. In all, more than five million Canadians, or over 25 percent of the total population, speak French.

French came to Canada with the very first Europeans. Sailing in the service of François I, the French explorer Jacques Cartier discovered the Saint Lawrence River in 1534. At the beginning of the seventeenth century, Samuel de Champlain sailed up the river and founded Quebec City (1608). The colonization and development of this region, however, developed very slowly under the concession system, so Louis XIV made it a royal province (la Nouvelle France) in the second half of the seventeenth century in order to speed its exploitation. French explorers, "coureurs de bois," "voyageurs," and missionaries then used it as a base of operations to open up the Great Lakes region and to sail down the Mississippi to the Gulf of Mexico. Furs were an important source of wealth that attracted adventurers. By the eighteenth century, however, most of the men were craftsmen or farmers, and little was being exported to France.

The existence of "New France" was brought to an abrupt end by the Seven Years War between France and England (1756-1763). The Treaty of Paris gave all of Canada, as well as other French colonies, to England, allowing France to keep some of her more prosperous Caribbean colonies. This event, known in Quebec as "la Conquête," was to have enormous consequences for the French population in Canada. It meant they were to be ruled by a Protestant king, surrounded by English speakers, and isolated from France. Fortunately, the Quebec Act of 1774 granted them the right to practice Catholicism, to continue to speak French, and to preserve the French legal code under which they had lived. During the next century and a half, a closely knit family struc-

ture, the strong influence of the parish priests, and the French language enabled them to survive as a cultural entity in the face of an explicit effort to assimilate them into the British system. In addition, a prodigious birthrate--sometimes referred to as the "revenge of the cradle" (la revanche des berceaux)--enabled them to increase their numbers from about 60,000 in 1763 to over five million today.

In 1791 the Constitutional Act (l'Acte constitutionnel) divided Canada into two provinces, Upper Canada and Lower Canada, dominated respectively by English and French speakers. In 1841 the two were merged into the Province of Canada. Finally, in 1867 the British North America Act brought independence to the colonies in the form of the Dominion of Canada, a confederation of four provinces. Six other provinces joined the Confederation between 1867 and 1949.

Up until World War I, most French Canadians were rural dwellers. With the industrialization that began after the war, however, many of them migrated to the cities to work in the factories and businesses. This produced a social stratification in which the English speakers generally owned and ran the industries and the French speakers were the laborers. To rise to a higher position, it was usually necessary for a French Canadian to learn to speak English. The term "speak white" (parler blanc) refers to this and implies the social and economic discrimination that Pierre Vallières excoriates in his book Les Nègres blancs d'Amérique (Montréal: Parti Pris, 1968).

1960 was the beginning of the "Révolution tranquille," a nationalistic movement designed to improve the economic and social situation of the French Canadian, largely by modernizing the educational system. In 1969, as a result of pressure from Quebec, Canada officially became a bilingual nation. Proceedings of the Federal government must be made available in both French and English. Canadian products are labelled in both languages.

The government of Quebec went further in 1977, adopting French as the province's sole official language and requiring families that do not speak English to send their children to French language schools. Businesses must also use French. The "Parti Québecois" and Prime Minister René Lévesque came to power in 1976 with a promise to hold a referendum on some form of autonomy for Quebec. When the referendum was held in the spring of 1980, however, the population of the province rejected a proposal for autonomy.

The issue of language is at the very heart of all these efforts to preserve or restore the cultural identity of French-speaking Canada. Two general movements can be discerned. One wishes to promote a "standard" French, free from anglicisms ("franglais") and the broad discrepancies in pronunciation that characterize much Canadian French. The second would like to preserve a specifically "québécois" French, incorporating those

expressions that have been created in and are peculiar to the French language in Canada. Within the latter group, some advocate the use of "joual" (a dialect whose name is derived from the pronunciation of "cheval"), while others would preserve a pronunciation and vocabulary that are distinctive, yet closer to standard French. The greatest threat to French in Canada, however, is not dialectal variation, but English. Even in the heart of Quebec, the population is bombarded by English via radio and television, and often on the job by English-speaking supervisors. Recent efforts of the provincial government have attempted to restrict this invasion of English in an effort to preserve the one force that has probably been most responsible for the survival of French Canadian culture--the French language.

New England

It is estimated that nearly a million people in the New England states claim French as their mother tongue. The great majority of them are descendants of French Canadians who migrated to the United States, especially during the years 1880-1930, in search of jobs in the thriving textile and paper mills. The Franco-Americans settled in communities known as "les petits Canadas," in which the churches served as the focal point of much social activity. Of several French language newspapers that appeared, the last one, Le Travailleur, ceased publication in 1979.

As a result of the discrimination that many French speakers in New England experienced at school, both because of their language and their religion, many of them no longer teach their children French at home. An organization to promote French, CODOFINE (Council for the Development of French in New England), has campaigned for the use of French in the media and in the schools. Some bilingual programs have been established under funding from the Federal government. However, unless French is maintained as a living language in Franco-American homes, its future is unsure.

Louisiana

The situation of French in Louisiana is older and more complex than in New England. Its history is tied to that of both French Canada and the French West Indies. In 1682, LaSalle reached the Gulf of Mexico by sailing down the Mississippi. He claimed the entire area for France and named it "Louisiane" in honor of Louis XIV. In 1712 and 1718, two brothers, the Sieur d'Iberville and the Sieur de Bienville, founded, respectively, the cities of Biloxi, Mississippi and New Orleans (la Nouvelle Orléans). For about the next 50 years, the colonization of Louisiana was carried out primarily by private trading companies

that were granted concessions by the French government. During this time, large numbers of slaves were brought to work on the plantations, which were limited mostly to the banks of the Mississippi and produced very little. Consequently, France ceded Louisiana to Spain under the terms of the Treaty of Paris in 1763.

Toward 1765, another group of French speakers arrived from Acadia (Nova Scotia), from which they had been exiled in 1755. This event, known as "le Grand Dérangement," has been commemorated in Longfellow's epic poem, "Evangeline." These people, unlike the aristocratic plantation owners, were mostly small farmers and fishermen. They settled in the area around Lafayette, Louisiana, where they were largely isolated from the development of English-speaking Louisiana after it became part of the United States. This isolation allowed them to preserve their language and traditions. Today there are an estimated 500,000 of these "Cajuns" (so-called because of their Acadian origin).

The French inhabitants around New Orleans were reinforced in the late eighteenth century by the arrival of plantation owners fleeing slave revolts in Cuba and Haiti. Many of them brought loyal slaves and freedmen with them. Hence, when Napoleon sold the "Louisiana Purchase" in 1803 (after re-acquiring it from Spain in 1800), there was a large population of French speakers in Louisiana. These were divided between the "Creoles" (white families of the plantation owners) in the area of New Orleans and the "Cajuns" around Lafayette.

Louisiana became a state in 1812, but it was not until after the Civil War that French began to be eclipsed by English. Operas, plays, literary reviews, and newspapers in French slowly disappeared. Today the remaining Creole families have lost much of their contact with their heritage, and the younger generation often speaks no French.

The Council for the Development of French in Louisiana (CODOFIL) has been actively promoting bilingual education programs, bringing teachers from Francophone countries to assist in the schools and encouraging the use of French in the media. However, the survival of French in Louisiana will depend in large part upon those families that take pride in their heritage and speak their language at home.

Linguistically, French in Louisiana is often divided into three forms: that spoken by the Creoles, which is basically "standard" French; Cajun French, characterized by certain archaic expressions and borrowings from English; and then a creole (sometimes referred to as "Gumbo"), spoken by both blacks and whites. "Creole" refers to a natural language composed of elements of different languages in areas of intensive contact. In the case of the creole spoken in Louisiana, the vocabulary is predominantly French-based (with an admixture of Spanish, Portuguese, and other words).

The Caribbean and South America

This area is generally referred to as "les Antilles-Guyane," because it stretches from Haiti in the Greater Antilles, to Guadeloupe and Martinique in the Lesser Antilles, and to French Guiana on the coast of South America. Of these four Francophone areas, Haiti is an independent republic, while the other three are overseas departments ("départements d'outre-mer" or "D.O.M.") of France.

The written history of these islands dates back to their discovery by Christopher Columbus on voyages between 1492 and 1498. The inhabitants he met there were the peaceful Arawak Indians in Haiti and the warlike Carib Indians in the Lesser Antilles. The French arrived in the Caribbean in the seventeenth century, when the "Compagnie des Iles d'Amérique" began to colonize Martinique and Guadeloupe (1635). As in New France (Quebec), however, private concessions failed to adequately develop these regions and they became a royal province under Louis XIV (1674). The history of French Guiana (La Guyane Française) follows the same general pattern as that of the islands, except that disease and poor planning resulted in disaster for several efforts to settle the region. Sugar cane plantations were also established on the islands in the seventeenth century, and slaves were brought from Africa to provide the necessary labor.

During the eighteenth century, France and England struggled for control of the Caribbean islands, which were proving to be very profitable due to their sugar production. Although the Treaty of Paris at the end of the Seven Years War gave much of France's colonial empire to England, she retained these four lucrative areas. The population of several islands that became British possessions (Dominica, Saint Lucia) still speaks a French-based creole today as a result of their French colonial past.

The French Revolution (1789) unleashed struggles between Royalists and Revolutionaries in the islands. In 1794, the Convention abolished slavery, but Napoleon reestablished it in 1802. The news of the impending reestablishment of slavery was the impetus for the Haitian Revolution that lead to independence in 1804. Slavery was finally abolished in all French possessions in 1848. The loss of slave labor was compensated for by importing workers from India, Malaysia, and China. These ethnic communities still exist throughout the Caribbean. In the latter half of the nineteenth century, the price of cane sugar began to drop as a result of competition from beet sugar, and the legendary prosperity of the islands began to decline.

In both World War I and World War II, many men from Guadeloupe, Martinique, and French Guiana fought on the side of France. After World War II, these regions became overseas departments (1946) with representatives elected to the French

Senate and National Assembly. Today there is some effort to make them more autonomous--at least economically.

The history of Haiti is somewhat different from that of the other French colonies, especially after 1804. During the eighteenth century, "Saint Domingue," as the island was then known, was a prosperous colony. The northern city of Cap-Français (Cap-Haitien today) was referred to as the Paris of the Antilles, so active was its social and artistic life.

However, the French Revolution provoked fighting between two factions, with the large plantation owners on one side and the revolutionary "petits blancs" and freed slaves on the other. In 1801, a black general, Toussaint L'Ouverture, managed to gain control and declared himself governor general for life. He still proclaimed loyalty to France. In 1802 Napoleon sent 22,000 soldiers under the command of his brother-in-law, General Leclerc, to overthrow him. However, after Toussaint's capture, blacks and mulatto generals who were infuriated by the restoration of restrictions upon them and by the rumored reimposition of slavery, turned against Leclerc. Aided by yellow fever that decimated the French troops, Haitian troops eventually defeated the French, and Haiti declared independence in 1804.

Dessalines, the first ruler of independent Haiti, declared himself emperor. He was succeeded by Henri Christophe, who established a kingdom in the north, while Alexandre Pétion founded a republic in the south. In 1820 President Boyer united the country again. The remainder of the nineteenth century was dominated by a series of short-lived regimes and struggles between the black and mulatto populations.

American troops occupied Haiti from 1915 until 1934 to restore political stability and protect American interests. They supported a middle-class mulatto regime. The departure of the troops provoked a reaction by black leaders who asserted their power. President for life, François Duvalier, "Papa Doc," (1957-1971) and his son, Jean-Claude Duvalier ("Bébé Doc"), have continued this dominance.

French is the official language of all four Caribbean regions. However, in Haiti, due to the high illiteracy rate, only about ten percent of the people speak, read, and write French. The real mother tongue of Haiti is Haitian Creole. Since the language of the schools and government is French, though, one must learn French to succeed in society. (This is quite the reverse of the situation in Quebec, at least until quite recently.) In Guadeloupe, Martinique, and French Guiana, it is also true that almost everyone speaks a creole, but here as many as 90 percent of the people also speak French, due to the strength of the French education system.

In the Caribbean, as in Africa, French colonists not only brought French language and culture with them, but imposed it upon the slaves and, ultimately, upon the residents of the departments as well. This "assimilation" policy, carried out

through the schools, provoked a reaction on the part of black intellectuals beginning in the 1930s. This reaction took the form of a militant literature and was known as "négritude." In essence the writers rejected French values and espoused a pride in and return to those of their ancestors in Africa.

Sub-Saharan Africa

French is the official language of 18 countries in "Afrique noire," in addition to Madagascar and other islands in the Indian Ocean. In the future, Africa may boast the greatest number of French speakers on any continent, but at present only about ten percent of the more than 60 million people in these countries can speak, read, or write French. As the literacy rate rises, so undoubtedly will the number of French speakers. As the official language of these nations, French is used in the schools, in all official government business, and in external relations. Except in the large cities, the children generally learn an African language at home and learn French only at school. Consequently, many educated Africans speak two, three, or more languages. Some governments have made a second language an official language, such as Arabic, English, or Kirundi.

Since the precolonial history of Africa is so important in understanding the culture of modern Francophone Africa, a brief outline of some of the major names and dates is given here. This can, of course, provide only a few reference points for teachers who would like to expand their knowledge. (Refer to the last section for suggested books and articles.)

The Empire of Ghana was the first of four great empires in West Africa whose fame reached all the way to Europe. Founded probably in the fifth century A.D., it had a "sudanic" form of government, in which the king was considered to have divine powers. Farming provided the economic foundation of this kingdom, but it also profited from the salt and gold trade that had existed since Carthaginian times. African tribes living in the tropical forests of West Africa traded gold to the Berber tribes in North Africa in return for salt. This trade was to enrich several states, yet it also attracted invaders. Such was the fate of Ghana, which succumbed in the eleventh century to Almoravid invaders from Morocco.

A little farther to the east, around Lake Chad, was a kingdom contemporary with Ghana, the Kanem-Bornu kingdom. As it was less wealthy than Ghana, it was less well known, but managed to survive in one form or another until the nineteenth century.

In 1240, the Mandingo warrior Sundiata founded the Empire of Mali, which succeeded Ghana. He had converted to Islam, a force that helped to unite a kingdom that stretched from the Atlantic to Nigeria and was more powerful than its predecessor. During the reign of its famous king, Mansa Musa (1312-37), Timbuktu (Tombouctou) became the capital, a center renowned for its

scholars and law schools. Despite its wealth and military might, the power of Mali began to decline after about 200 years.

Little by little a rival kingdom, the Songhaï Empire, formed near Gao on the Niger River. Under the warrior Sunni Ali, it overwhelmed Mali (about 1475), and Askia Mohammed (1493-1528) ascended to the throne. It lasted, however, an even shorter time than Mali, as Muslim invaders from Morocco with their firearms overpowered the Songhaï armies in 1591 and ended the Age of Empire in West Africa.

The seventeenth century opened a new period in the history of West Africa when Portuguese ships arrived along the coast and began to buy slaves. Other European powers followed suit, and the slave trade flourished during the seventeenth and eighteenth centuries as the sugar cane plantations in the Caribbean and in America required more and more laborers. In the nineteenth century, first England and then France abolished slavery (1848), bringing an end to this ignominious trade. The French presence on the African continent during this time was limited mostly to the area of Senegal and Gambia.

The colonization of Africa began only in the latter part of the nineteenth century. Competition for territory between England and France lead to several crises. Emperor Leopold II of Belgium created a personal empire in the Congo basin, while Germany laid claim to land in East, West, and South Africa. Finally, at the Berlin Conference in 1884, the European powers divided Africa into colonies along lines drawn on a map. This was the basis of present-day political divisions. After World War I, the German colonies were divided between England and France. Between the wars, roads, railroads, and some schools were built, mostly to facilitate the administration of the colonies.

The colonial policies of France and England were quite different. France promoted, especially in Senegal, the "assimilation" of Africans into French culture. African children attended schools in which they studied the French language, culture, and history, even to the point of learning about "nos ancêtres les Gaulois." As adults they could become French citizens. The English, on the other hand, operated under a system of "indirect rule," which interfered relatively little with the tribal structure. There was no intent to make Black Englishmen of the Africans. These two policies had different consequences. "Négritude," the militant intellectual movement to reject the French culture that had been internalized by the Francophone Africans and had led to alienation from the Africans' own cultures, had no counterpart and is not well understood in Anglophone Africa.

After World War II, a number of Africans educated in the French system attained influential positions in the colonial administration. The "Union Française" was created in 1944, granting citizenship to Africans in French colonies. In 1956,

the "loi-cadre" strengthened the autonomy of regional governments.

In 1958, Guinea declared independence, and two years later most of the French colonies became independent, along with the Belgian Congo (now Zaïre). The French presence in Africa is still strong today due to the extensive programs of cultural, technical, educational, and financial aid that France maintains.

It would appear that the French language will remain in Africa for a long time--for practical reasons, if not for historical ones. To choose one African language as the official language from several spoken within a country would risk sparking a conflict among the different tribes. Furthermore, many African languages are not written, and even when they are, the cost of translating and publishing the necessary books would be prohibitive. Add to this the value of French as an international language, and it seems certain to remain as at least one official language of most of these countries. As in most other areas where French is learned primarily at school, the mastery of the language depends upon the amount of schooling an individual receives. Consequently, the varieties of spoken French range from creolized French to standard French, with all the variations in between.

Because it is not always easy to locate the names and genders of Francophone African countries, a complete list of the English and French names is given below.

Francophone Nations of Sub-Saharan Africa

Benin	le Bénin
Burundi	le Burundi
Cameroon	le Cameroun
Central African Republic	la République Centrafricaine
Chad	le Tchad
Congo Brazzaville	le Congo Brazzaville
Gabon	le Gabon
Guinea (Conakry)	la Guinée (Conakry)
Madagascar	Madagascar
Mali	le Mali
Mauritania	la Mauritanie
Niger	le Niger
Republic of Djibouti	la République de Djibouti
Rwanda	le Rwanda
Senegal	le Sénégal
Togo	le Togo
Upper Volta	la Haute Volta
Zaire	le Zaïre

Réunion, an island near Madagascar, is a "département d'outre-mer," like Martinique, Guadeloupe, and French Guiana.

North Africa and the Near East

Morocco, Algeria, and Tunisia constitute Francophone North Africa and are collectively referred to by the Arabic term the "Maghreb" (le Maghreb). French in the Near East is limited mostly to Lebanon (la Liban). It must be stated at the outset that French is not the official language of any of these countries, so to call them French-speaking is to refer to the unofficial status of French there. French was the colonial language of the Maghreb, but when these countries achieved independence, Arabic was made the official language. In practice, however, much government business, many official communications, and most of the classes are conducted in French even today. In the cities and towns, the majority of people speak some French, but in rural areas most people speak only Arabic, or perhaps Berber.

In all three countries, and especially in Algeria, there is an active "Arabization" program designed to replace French with Arabic in all official circumstances, or at least to make Arabic as important as French. However, the Arabic spoken in the Maghreb is a dialect that is not written. Consequently, everyone must learn standard Arabic (akin to classical Arabic), which is the only written form. As this is a lengthy educational project, it is likely that French will continue to be used in this area for a long time.

A thumbnail sketch of the history and development of North Africa follows, as it is important to realize that French is a recent arrival in a region with a very long history. Its current and future status can only be understood by knowing the context into which it was introduced in the nineteenth century.

The first inhabitants of the Maghreb were the Berbers, who settled there well before the birth of Christ. In the eastern region, Phoenician sailors established trading posts and colonies, of which Carthage, founded in 814 B.C., was the best known. The power of this city, situated near present-day Tunis, eventually eclipsed that of its mother state, but it drew the envious gaze of Rome, which coveted the fertile land. Rome defeated Carthage during the Punic Wars (264 to 146 B.C.) and turned the region into the "bread basket" of its empire, founding numerous towns and trading posts in both Tunisia and Algeria. Roman power was weakened by the Vandal invasion in 429 A.D., but it was reasserted in the sixth century when the Byzantine Empire reestablished control over the area. Shortly after this event, the Mediterranean and Christian era in North African history drew to a close.

The Arab and Moslem period began in the seventh century with the Arab invasion from the East. The city of Kairouan (Tunisia) was founded by the invaders in 670 A.D. and became a center of Muslim power. During the course of the next hundred years or so, a number of Berber tribes were converted to Islam. The Arab armies carried their religious crusade into Spain in 711 A.D.

and then to France where their momentum was finally halted by Charles Martel at the battle of Poitiers in 732. During the next several centuries, a series of Muslim dynasties reigned over the various parts of the Maghreb. Among the best known of these were the Aghlabids and Fatimids in Tunisia, the Almoravids in Morocco and Algeria, and finally the Almohads, who managed to extend their control over the entire Maghreb. Turkish pirates turned Algiers into a base of operations in the sixteenth century. Turkish influence there continued into the nineteenth century through the "dey" or governor appointed by the government in Constantinople.

In 1830, the French fleet attacked Algiers under the pretext of suppressing piracy, but this was done at least in part to divert attention from internal difficulties at home. Shortly thereafter France began the conquest of all of Algeria, with the intent of driving out or subjugating the Arabs and Berber tribes and making it a colony. Among the heroes of the Algerian resistance was Abd al Kadir, who was eventually exiled. In 1881 Tunisia became a French protectorate, and in 1912 Morocco followed.

The impetus to achieve independence grew after World War II. Morocco and Tunisia became independent in 1956, but Algeria fought a long, bloody war before it finally gained its independence in 1962. Because of the large numbers of French colonists in Algeria ("pieds noirs") and the policy of assimilation, the French retained their control longer there. Today Morocco is an Islamic monarchy, Algeria is an Islamic socialist republic, and Tunisia a democratic republic.

French influence in the Near East goes back to the time of the Crusades. Under François I, France was recognized as the protector of Christians in the Near East. In modern times, the French political presence lasted only from 1920 to 1943, during which time Syria and Lebanon were under a French mandate. Since the French were viewed as liberators of these areas from Turkish rule, their language and culture were more freely accepted. Today the French language is present primarily in Lebanon, where the instruction in some private and public schools is in French, and the baccalaureate exam is modelled after the French system. Recent fighting between Christian and Moslem elements of the population could result in more emphasis on Arabic and less on French.

Southeast Asia and the Pacific

The French language has no official status in Indochina, a name that the French gave to the present-day countries of Vietnam, Laos, and Cambodia. However, the influence of French culture is still felt there, especially among the elite--those who went to school during the French colonial era. Most of the doctors, lawyers, teachers, and journalists who fled Southeast Asia

as refugees speak French. The future of the French language is uncertain because of the recent political turmoil. It appears that Vietnamese and other Asian languages have supplanted French, which is likely to remain, however, an important foreign language studied there.

French arrived in South Vietnam (then known as Cochin China) in the seventeenth century via Catholic missionaries. Both Laos and Cambodia were under attack by Vietnam and Siam. The French came to their assistance and prevented their probable annihilation. Cambodia became a French protectorate in 1863, and Laos in 1893. As in Lebanon, the French were viewed initially by these two countries as liberators, hence there was less resistance to the language and culture.

However, when France annexed Cochin China (1862), Annam (1874) and Tongking (1884)--all parts of present-day Vietnam--the Vietnamese people, who had a long cultural tradition closely linked to that of China, resisted the imposition of French language and culture. France created the Indo-Chinese Union (l'Union Indochinoise) several years later, grouping all three areas into a loose political union. During this time and up until World War I, many French schools were opened. Nationalist movements began to agitate for independence between the wars, and in 1949 France granted all three autonomy within the framework of the Indo-Chinese Union. French troops were defeated in the battle of Dienbienphu in 1954 and were subsequently withdrawn.

The relationship of French to Indochinese culture is different from its relationship to the cultures of the Caribbean, Sub-Saharan Africa, and the Maghreb. It has been described as more of a synthesis than an assimilation (Viatte, La Francophonie, p. 155). As a consequence, the bitterness engendered by alienation did not materialize in Southeast Asia; in Laos and Cambodia, especially, the rejection was more political than cultural.

Among the islands of the Pacific Ocean, French is the official language of three overseas territories (territoires d'outre-mer): New Caledonia (la Nouvelle Calédonie), French Polynesia (la Polynésie Française), Wallis, and Futuna. French and English are official languages of the New Hebrides (les Nouvelles Hébrides), which became independent in the summer of 1980. The inhabitants of these Pacific islands generally speak other languages as well, such as Tahitian, Paumotu, and Chinese.

The first Frenchman to arrive in Tahiti, the principal island of French Polynesia, was the navigator Bougainville, who stopped there in 1768. During the nineteenth century, England sent a number of Protestant missionaries to Tahiti who converted the king, Pomare II, and many of his subjects. Consequently, when Catholic missionaries arrived later from France, they met a hostile reaction. France established a protectorate over Tahiti and its dependent islands in 1842. In 1946, French Polynesia became an Overseas Territory (un Territoire d'Outre-mer) along

with New Caledonia. Each is represented by a senator and a deputy to the French Parlement.

Francophone Literatures

Nothing has been said about the French-language literature from all these areas. It is not our intent to explore these here, as it is only one aspect of the general topic of "culture." However, a few summary comments may prove useful, along with an indication of how best to pursue this area.

There is an abundant literature in French from most of these areas. Its quantity and quality in each of the Francophone regions discussed depends upon numerous factors such as the education system; the social, political, and economic status of the French-speaking population; the existence of a written literary tradition in another language in the same country; plus more pragmatic concerns such as the existence of publishers and distributors and their willingness to promote such a literature.

Quebec, the Caribbean, and sub-Saharan Africa are the three regions most fertile in French-language writers. In large part, the literary production of these areas has been connected to movements for cultural or political autonomy, or, in earlier times, was an appeal for recognition and acceptance by the mother country. There are certain similarities in the evolution of these literatures. Usually, during the early period, writers tended to model themselves after continental French authors. This is often referred to as "pastiche" literature, and resulted in romantic or symbolist writing appearing in the Francophone areas 30 or more years later than in France.

With the exception of Quebec, the second stage often was a reaction to French values and traditions. Writers refused to copy French models and began to seek both the subject matter and often the form of their writing in indigenous artistic traditions, whether written or not. The "négritude" movement that appeared in the 1930s is perhaps the best example of this. In Quebec, the "literature of revolt" is primarily directed against the English-speaking culture that threatens to absorb French Canadian culture.

The third stage is usually one of synthesis. Once the threat of assimilation or annihilation has been removed, French-language writers draw from both French and local sources to create a literature that is a blend of both. This seems to be occurring in recent Francophone writing from Africa. Of course, it would be an oversimplification to say that all Francophone writing falls into this pattern.

Basic Readings

Since literature is a reflection of the values of a culture, by examining the writings from each area, one can arrive at con-

clusions about the situation of French culture--whether it is revered, rejected, or simply accepted with a critical eye.

The best introduction to Francophone literature around the world, excluding France, is the marvelous anthology assembled by the Fédération Internationale des Professeurs de Français, entitled Littératures de langue française hors de France (Sèvres, F.I.P.F., 1976). It is available through American distributors of French books. The introductions to each area, the cultural footnotes, biographies, and bibliographies are an invaluable resource.

The best survey of and introduction to the cultures themselves is the Guide culturel: Civilisations et littératures d'expression française under the direction of André Reboullet and Michel Tétu (Hachette/Les Presses de l'Université Laval, 1977). It describes the situation of the French language in each area, sketches the development of its literature, and furnishes a wealth of information, from suggested books and magazines to films and useful addresses.

The works mentioned above are probably the two most complete introductions to the Francophone world. Further information about the historical development of French in these areas, as well as its role as an international and diplomatic language, can be found in Auguste Viatte's book, La Francophonie (Paris: Larousse, 1969). A fourth highly recommended book is Gérard Tougas' Les Ecrivains d'expression française et la France (Paris: Denoël, 1973). Finally, a succinct overview (95 pages) of the French-speaking world is well presented by Pierre B. Daprini in Introduction aux réalités linguistiques et littéraires de la francophonie (see p. 35 for availability). The book is specifically aimed at French teachers and is very readable.

Information about specific Francophone countries is listed by region in the Resources section.

ACTIVITIES AND REQUIRED MATERIALS

In this section, specific activities for the different levels of language competency will be outlined. To learn more about how to make or where to purchase the required materials, consult the Materials and Resources sections.

Recruitment or Orientation

The first effort to present French as a multicultural language should be made outside the classroom in order to recruit students who otherwise might never think of taking French. Oftentimes they associate it exclusively with French cuisine, high fashion, and esoteric literature. They are likely to be completely unaware of where it is spoken, by how many people, in what kinds of cultures, and for what purposes. One simple way to change the students' ideas of the geographic and cultural diversity of the French-speaking world is to prepare a display, preferably outside the French classroom, using a map of the world with the Francophone areas shaded or colored in. Pictures from such magazines as National Geographic, showing the dress and people of each area, can be arranged around the map and then connected to each region by strings, lines, or arrows. Some labels in French or English can be added, depending upon the size of the map. A "Did-You-Know?" quiz can be placed near the map with the answers hidden by removable cards.

Sample Quiz: "Facts About the French-Speaking World"

1. "Francophone" means:
   a. hard of hearing
   b. speaks many languages
   c. speaks French

2. What is the only continent in the world (Antarctica excepted) without an indigenous population of native French speakers?
   a. Asia
   b. Australia
   c. South America

3. What continent has 18 countries whose official language is French?

a. Africa
b. Europe
c. South America

4. What is the second-largest French-speaking city in the world?
   a. Marseille
   b. Abidjan
   c. Montreal

5. The population of Canada is about 22 million people. How many of them speak French?
   a. 50,000
   b. 500,000
   c. 5,000,000

6. What state in the U.S. has more than a half million people who speak French daily?
   a. New York
   b. Maryland
   c. Louisiana

7. Where, in the middle of the Pacific Ocean, would you find people who speak French?
   a. Tahiti
   b. Hawaii
   c. Philippines

8. How far would you have to go from Detroit [or name another city] to find French language schools?
   a. 10 miles
   b. 1000 miles
   c. 5000 miles

9. If you were a goose migrating south from New York for the winter, what is the first French-speaking country you would fly over?
   a. Bermuda
   b. Haiti
   c. Cuba

10. In which of the following Arab countries do people speak French?
    a. Egypt
    b. Algeria
    c. Saudi Arabia

This quiz is intended primarily to arouse the students' curiosity, not to stump them. It can also be used on the first day of first-year French, arranged as a quiz contest by dividing

the class into two teams and flashing the choices on a screen with an overhead projector. A certain amount of showmanship enhances the presentation.

More elaborate displays can be assembled using a continuously operating rotary tray slide projector, and perhaps coordinating a taped commentary with it. The possibilities are numerous, limited only by your imagination--and a few practical constraints such as time and energy! It would, of course, be unfair to entice students by presenting French as a world language in a display and then doing nothing with it in the classroom.

The First Few Weeks

Before new students have learned any grammar or vocabulary, they can still learn about the Francophone world and practice their pronunciation at the same time.

Geography of the Francophone World

Materials required: Wall map or overhead transparency map of Francophone world. Ditto outline maps of same.

To acquaint students with the geography of the French-speaking world, use a wall map, or preferably an overhead transparency map with the Francophone regions indicated. Explain in English that you are going to have them pronounce the French names of the major regions. Then, pointing to each area on the map ("l'Amérique du Nord, le Canada, les Antilles, l'Afrique, le Pacifique, la Polynésie Française," etc.), have students repeat the names. When you think they have mastered them, point to each area and ask for volunteers to give the French name. Finally, in class or at home, students can shade in the Francophone areas on dittoed outline maps. Writing the words on the board and having students copy them can introduce the French spelling of now-familiar words, though this should be done after the pronunciation has been mastered.

Music of the Francophone World

Materials required: Records or tapes of regional music.

To go beyond a purely geographic view of the Francophone world at the beginning level, and to provide students with an appreciation of its cultural richness and diversity, you must present glimpses of the culture that do not depend upon the written or spoken word in French. Two useful media in this respect are music and slides. Whether you are presenting the music only

one region, or of several, play the songs with French lyrics first. Even though the students will not understand the words, they will recognize the language and associate it with music from that region. If you choose music from Africa or another region that has traditional songs in other languages, it is generally preferable to play the more modern music first, as the students can relate more easily to it. Caution should be exercised not to present anything that appears too unfamiliar, or the students will tend to reject it. Once they have labelled an experience as "weird" or bizarre, it can no longer serve a useful educational purpose. One way to avoid this is to explain the similarities or parallels with objects or activities in their own culture and point out that this is simply another way of accomplishing a particular objective. (Voodoo, for example, should be presented as a religion, not as a savage pagan ritual.)

Slides of Francophone Regions

Materials required: Slides or filmstrips of one or several Francophone areas.

A great deal of cultural information can be gleaned from even a few slides. (See Materials and Resources sections for sources of slides.) Before showing them to the students, study them yourself to see how many facets of life can be revealed in a single photo. For example, a single street scene in Quebec may reveal signs in French or in French and English, architecture (modern and traditional), historic sites, names of businesses or stores, and various makes of automobiles and kinds of dress. These can be used as a basis for commentary on the linguistic situation, the history, and the economy of Quebec.

Even information that is not present in the slide can be brought into the commentary. For example, a scene on a sunny day in Martinique can lead to a brief mention of the climate (only two seasons, a rainy period and a dry one) and an indication of the average temperature. This in turn, of course, could introduce information about the crops that grow in such a climate. The advantage of associating the commentary with a visual image is that it focuses the students' attention and makes it easier to recall the information, especially if the slide is shown again later. A straight lecture containing the same information is not likely to be remembered as well.

Even though the presentation will be in English for beginning students, insist upon the fact that the people in the picture speak French. Tell the students that the man standing outside the newstand, for example, has to ask for a newspaper in French, or that the child going to school must do his or her classwork in French. You do not want to lose sight of the objective, which is to introduce <u>French-speaking</u> areas of the world.

Below is a list of subjects or ideas to look for in slides. Though not completely systematic, it should ensure that diverse aspects of a culture are presented and that undue emphasis is not given to just one facet. It may also be used to guide the choice of photographs to be taken in assembling a slide collection. Since one cannot photograph "politics" or "education," some photo subjects that can illustrate these topics and serve as a basis for commentary are suggested in the righthand column.

First Year

Depending primarily upon the grammar the students have learned, a number of activities can be carried out using maps, slides, music, and other materials. Vocabulary is less of a constraint, since required words can be introduced and the level controlled by the way the exercises are structured.[1]

Learning Geographical Names in French

Materials required: Wall or overhead transparency map of Francophone world.

The geography of the Francophone world can be presented to students in a variety of ways. You can present the names with simple phrases such as "Voici la Martinique" or "C'est le Maroc" while you indicate the areas on the map. Students may repeat the phrase in chorus or may answer review questions such as "Qu'est-ce que c'est?" as you point to specific areas on the map after the lesson has been presented.

Practicing prepositions that are used with cities, provinces, countries, and continents can easily be combined with learning about the French-speaking world.

Once students have learned the names of the countries, they may be asked to complete the phrase "Je vais (à)..., J'arrive (de)..., J'habite (à)..." with the appropriate form of the preposition for each area indicated on the map. Many variations are possible, such as having the students ask each other a few carefully structured questions ("Où allez-vous? Où habitez-vous? De quel pays venez-vous?") according to their mastery of the language. Have them plan and present an itinerary to several Francophone nations, following a specific format, e.g., "Je vais visiter..., Je partirai (de)... et j'arriverai (à)...." Or drill the passé composé by having them relate an imaginary trip they have already made to several places.

A valuable asset of such an activity is that it combines grammar and vocabulary with supplementary material without significantly "delaying" the class progress in those areas. Teach-

[1] *See the discussion below on multilevel activities (p. 25) for additional first-year activities.*

CULTURAL TOPIC	PHOTO SUBJECTS
Geography, Climate	Landscapes: mountains, plains, rivers, ocean; seasonal photos: dry, rainy, winter, summer; vegetation
Peoples	Members of different ethnic, tribal, racial groups
Economy	Urban: factories, stores, markets, products, trades, professions, transportation, tourism Rural: farms (traditional and modern), crops, fishing, crafts, mines
History	Monuments, buildings, historic sites and markers (esp. in French), national festivals
Education	Traditional, religious, modern, technical, and vocational classrooms, students, and teachers at all levels, primary through university
Politics	Flags, emblems, coats-of-arms; government buildings; governing bodies, important individuals
Language	Signs (road, shop, billboard) in French or other local languages; newspapers, magazines
Daily Life	Clothing: traditional, modern, ceremonial Housing: rural, urban Food: ingredients, preparation, finished dish, typical meal, eating habits, restaurant menu Entertainment: traditional (musical groups and instruments, games, dances), modern (movies, night clubs, TV, concerts), sports Ceremonies: marriages, funerals
Religion	Churches, temples, shrines, cemeteries, clergy, ceremonies, symbols, festivals
Arts	Sculpture, architecture, weaving, painting, theater, museums

ers are sometimes reluctant to "venture off onto tangents" because they use valuable time necessary to cover a certain amount of material.

Grammar and Culture Activities with Slides

Materials required: Slides of people from several French-speaking areas.

Slides provide a wealth of activities that combine language study with learning about Francophone cultures. Almost any activity you would do with slides of Paris or France can be transferred to other regions. Nouns and adjectives relating to nationality, religion, or profession may be taught with slides. Select the slides you wish to use, make a list of the nouns and adjectives that describe the people, and present these to the students on the board or on dittoed sheets. Then point to each slide and say, "Il (Elle) habite en Algérie (au Liban, etc.)." Have the students complete the sentence "Il (Elle) est..." with the appropriate noun or adjective (algérien[ne], libanais[e], etc.) or respond to "De quelle nationalité est-il (elle)?" depending upon their language competence. The same can be done for religions (chrétien, protestant, catholique, musulman, animiste, etc.) and professions.

Students may learn from slides the names of more specialized aspects of the cultures as well, such as clothing, housing, religious edifices, food, or transportation.

After selecting the slides showing these subjects, prepare a list of nouns and any necessary verbs (e.g., porter, vivre, prier, manger) for the object being presented. Show the slides, giving the French name for the item in each country. For example, women's clothing could be presented by showing slides, respectively, from Quebec, Morocco, and Tahiti. For each slide, you might review previous information by saying, "Voici le Québec. Cette femme est canadienne." Then add, "Elle porte une robe." Continue with Morocco and Tahiti substituting "djellaba" and "pareu" for "robe." Students may then answer such review questions as "Qu'est-ce que les femmes portent au Maroc?"

Similarly, places of worship can be presented by showing slides of a church, a cathedral, a voodoo temple (un hamfort), and a mosque (une mosquée). This serves to establish certain parallels among these cultures and provide a framework for understanding them, especially when a familiar item is presented first.

Using Songs and Lyrics

Materials required: Records or tapes of songs from a region and dittoed lyrics.

Songs can be useful in first year to teach pronunciation as well as an appreciation of the culture. Select a song with simple lyrics. Play it once. Afterwards have the students repeat the phrases as a group for pronunciation, then play the song again. When they have mastered the pronunciation, teach the melody as well. Finally, help them to decipher the meaning and explain any historic or cultural significance the song may have. Musically talented students may be able to accompany the class on a guitar, piano, or other instrument. If so, the class might perform the song for another class.

Second Year

Any activity that can be done with beginning students can also be used with second-year students by adjusting the level of language to their ability.[1] In addition, an exercise requiring a better knowledge of French can be introduced, such as the paired interview.

Paired Interview

Required materials: Labelled regional maps; supplementary information (encyclopedias, atlases) on selected countries.

Divide the students into pairs and assign one in each pair (or let them choose) the role of a journalist and the other the role of a representative of a Francophone region of his or her choosing. The journalist's task is to obtain certain information for a human interest story. Since the foreign visitor speaks no English, the journalist must conduct the interview in French (which he or she fortunately has taken in school!). Select about five basic pieces of information that you want the journalists to discover. These may be assigned in English, as if you were the editor. For example, have them ask (1) the visitors' names and ages, (2) what country they are from, (3) what city or town they live in, (4) if they are students, and, if so, what school they go to, and, if not, (5) what their occupation is. Other questions about the capital city, food, climate, and their opinion of the United States can be assigned as well. The "journalists" must then formulate the appropriate questions to ask the visitors in French. These should be checked for correctness before the interview is given.

You then tell the "visitors," in English or in French, what information is to be asked of them. They must find realistic answers to the questions, based on the Francophone region they represent. This means choosing an appropriate name, city or

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[1] *See the discussion below on multilevel activities (p. 25) for additional second-year activities.*

town, and school or occupation. When their responses have been checked, have the students practice the "interview" in pairs. After they have mastered it, each interview may be conducted before the entire class.

Slide Reports

Materials required: One slide for each student on a subject of interest (an historical monument, a factory, dancers, etc.); supplementary reading in French or English.

Slides may be used as the focus of a brief oral or written report. Show the slides and explain, preferably in French, the significance of each. For example, the statue of the famous "unknown runaway slave" in Haiti might necessitate some commentary on when Haiti became independent, why the slave is remembered (he alerted Haitian troops of the approaching French army), and when the slaves were brought there from Africa. Each student then researches his or her topic and prepares a brief written report in French. After this has been corrected, the slides are shown again, and the students give their reports orally. In this way, all the students benefit from the research each does. The second showing of the slides reinforces the information they received the first time. This is an activity that may be assigned to the better second-year students or to third- and fourth-year students as well.

Multilevel Reading Activities

As the students' language ability progresses, they can read more about Francophone cultures in French. The kinds of written material you select will depend upon the students' interests. Among the possibilities are contemporary culture taken from magazines and newspapers, folklore, history, art, religion, and literature. Relying only on the printed word for advanced students is not recommended, for that is the least colorful medium. Continue to use maps, slides, music, and other realia.

Newspapers

Perhaps the single most useful item is a newspaper. From it can be gleaned information about the weather, jobs, prices, entertainment, the economy, politics, arts, and sports that can be used with students at all levels. Newspapers published as official documents by the government (as is the case in many African countries) are usually the least interesting, since they often do not have advertisements, classified ads, cartoons, or entertainment sections. They consist mainly of speeches and reports of issues the government deems useful to publicize. The

real human interest aspect is almost entirely lacking. (Suggestions for obtaining newspapers and addresses are given in the Materials and Resources sections.)

Adapting Articles for Classroom Use

Except for the more advanced students, it may be necessary to "adapt" articles to the students' level. This can be done in several ways. Usually an article will contain some relatively superfluous information that can be eliminated. This simplifies the content and shortens the text. Next, complex grammatical structures or unfamiliar syntax may be clarified by recasting the sentences, oftentimes placing the subject at the beginning. Sometimes the verb tenses have to be changed to those the students have studied. Finally, glossing the vocabulary enables students to understand relatively complicated language. You may prefer to have them look up the words themselves in a dictionary, in which case you would need to gloss only certain idioms or local references that they would not be able to locate. Another possibility is to have two separate glossaries on separate sheets--a more complete one for intermediate students and a limited one for advanced students.

Classified and other advertisements use a great many abbreviations. Some of these may be obvious ("JF" = jeune fille, "JH" = jeune homme); others will be less so ("dégagé O.M." = dégagé des obligations militaires). It may be preferable to rewrite the ad, spelling out the abbreviated words and adding verbs or prepositions that have been left out to save space.

By editing your own articles in this way, you will acquire, over the course of several semesters, a little anthology of Francophone writings from around the world, adapted to your students. It is wise to choose articles that do not become dated too quickly, or to eliminate the date or year in articles whose content is not affected by that change. This gives them a longer usable life.

Putting the Articles in a Meaningful Context

If you have several newspapers, students sometimes enjoy just leafing through them and reading articles at random. However, if you have only one or two papers and you wish to have several students work on the same material, you must select and duplicate the articles to be used. To be meaningful in a cultural context, it is necessary to do some preparation before teaching the material. Take, for example, the following weather report from France-Antilles, a newspaper published in Guadeloupe.

Bulletin météorologique. Prévisions pour la journée du 11 décembre.

Beau temps passagèrement nuageux avec quelques averses généralement brèves et faibles. Températures: maximale 27°, minimale 22°. Vent: Est-Nord-Est, 15 à 25 noeuds. Houle Est: creux 1,50 m. à 2 m. en Caraïbe, 2,50 m. en Atlantique.

Aside from the opportunity to use French, the students will gain little meaningful information from the passage itself. It must be placed in context. By looking at the date and researching the climate in the Lesser Antilles, it becomes apparent that this weather occurs at the end of the rainy season, which is one of only two seasons. In order to find out if this is a warm or a cool day in Guadeloupe, the mean temperature for the season (25° C.) must be determined. The mention of winds out of the Northeast can lead to the discovery that these are the prevailing winds, called trade winds (l'alizé). The height and direction of waves in the report recall the geographic situation of Guadeloupe, between the Atlantic Ocean and the Caribbean Sea. Without such background knowledge, the students are not likely to retain much significant information.

Similar activities can be based on the classified ads. Some are purely personal and, though interesting, are not culturally significant. This is not without value, for the students will perceive that other peoples have pets to sell, second-hand stereos they wish to buy, or apartments to rent. However, by carefully choosing certain ads and researching their significance in the culture, a great deal of information can be presented using a very short printed text. For example, an ad offering to sell a used car can furnish information about the makes of cars driven in that country and their prices. This can lead to discussion of the trade relationships with France or other countries, imports, exports, and national industries.

The "Offres d'emplois" and "Demandes d'emplois" columns are particularly useful. Here is a sample taken from La Dépêche de Tahiti.

PETITES ANNONCES:

Offres d'emploi- Cherche: Boulanger et aide-boulanger ayant permis de conduire et sachant parler tahitien et chinois.

- Urgent. Cherche: Cuisinier qualifié et réceptionniste parlant anglais. Références exigées. Hôtel Beauregard.

Among the observations that might be made here are the existence of the time-honored and important profession of the baker, just as in France; the multilingual nature of the society; the origins of the diverse ethnic groups; the importance of the tourist industry; and the reason for needing an English-speaking recep-

tionist. By expanding on the very limited information in a few carefully selected ads, much can be taught about the economy, the peoples, the linguistic situation, and similar topics. In a sense the ad is a "pretext" for further exploration.

Preparing Articles for Reading Comprehension

Articles that are more self-contained can be used for reading comprehension. A report on a soccer match or a review of a concert may serve to test reading comprehension as well as convey cultural information. Gloss any words or expressions that are too difficult for the students' language ability by putting them on the board or, preferably, on dittoed sheets. Formulate a series of questions in different formats so that both intermediate and advanced students can use the same reading material.

The simplest format for students whose active command of French is weak is "true or false" questions. Multiple-choice questions are also good, as they do not require the students to manipulate the language, yet do require a little more discernment than the true/false format.

The second level consists of questions that ask for factual information found in the text. Here the answers must be written in a complete sentence in French. Questions often begin with "qui, quand, où, combien." Based on the texts quoted above, one might ask: "Combien de langues le boulanger doit-il parler?" or "Quel temps a-t-il fait le 11 décembre?" The structure of the question controls the structure of the answer.

The third level requires students to make inferences from facts and to state them in one or two complete sentences in French. These may begin with "pourquoi, comment, à votre avis" or similar phrases. One might ask: "Pourquoi le réceptionniste doit-il savoir parler anglais?" The students have greater freedom in formulating the answer, so this format is better suited to those who can manipulate the language reasonably well. An extension of this level is to ask for comparisons, contrasts, speculations, or discussions, in which case the answers will be lengthier and almost completely free in their grammatical structure. These exercises may be used to test listening comprehension by asking the questions out loud and having the students answer either in writing or orally.

Numbers and Metric Conversions

Numbers in newspaper articles lend themselves to several activities. Reading aloud dates, telephone numbers, prices, and other numerical information is good practice in number recognition and pronunciation for the lower level students.

Another very practical skill is conversion from the metric system to the English system. Linear conversions such as centi-

meters, meters, and kilometers to inches, feet, and miles can be carried out using the following formulas. To find the distance in miles, multiply the number of kilometers by .62 (miles = km x .62). To convert centimeters to inches, multiply the centimeters by .39 (inches = cm x .39). Temperature conversions: F° = (9/5 x C°) + 32. For currency conversions in each Francophone area, contact a bank or travel agency to get the current exchange rate. Beginning students who have learned the numbers in French may do the conversions almost as easily as more advanced students; you need only give them the vocabulary for the necessary mathematical operations. The conversions may be done orally or in writing, depending upon whether you wish to emphasize spoken or written practice.

Other Reading Activities

Reading materials from the French-speaking areas of the world, such as literature and history, are no different in their uses from similar materials from France. There are, however, a few kinds of Francophone writing that lend themselves to interesting activities. Proverbs from Africa and the Caribbean are interesting in themselves and are generally simple enough to be used by intermediate students. Moreover, comparing them with American or French proverbs is an entertaining and illuminating activity. For example, the Haitian proverb "Les écailles du poisson ne sont pas de l'argent" has the French equivalent "Tout ce qui brille n'est pas d'or," which is rendered almost literally by the American saying, "All that glitters is not gold."

Similarly, fascinating comparisons can be made among African, Caribbean, and American folktales. The "Uncle Remus Stories" have their roots in Africa. Analogous forms may be found in the Caribbean, Louisiana, and Africa, where "Brer Rabbit" is "Leuk le Lièvre" in stories related by Léopold Senghor and A. Sadji in La Belle histoire de Leuk-le-Lièvre (Paris: Hachette, 1953).

Militant Afro-American poetry has historical and emotional ties to the poetry of "négritude" and lends itself to an interesting study of the similarities and differences.

Cultural Activities

Invited Speakers

With the entire Francophone world as a resource, you may find that it is not difficult to locate native French speakers. (See Materials section for suggestions.) Visitors to a class can make a culture under study seem much more real to the students. It is advisable to teach the unit on a particular area before inviting a guest speaker. The students will then be able to ask much more informed questions and to satisfy their curi-

osity about issues they could not find answers to. Whether the speakers actually give the talk in French or English or both will depend, of course, upon the language ability of the class. They may also present music, pictures, or art objects from their country. Depending upon the individual, they may be willing to teach or demonstrate dances or cooking or other facets of the culture.

Field Trips

Given the number of French-speaking communities in or on the borders of the United States, it may be possible for your class to make a short trip to visit a school or parish. In the North Central and Northeast states, trips to Franco-American or French Canadian communities are quite feasible. To locate the nearest French-language schools in Canada, contact the Minister of Education for the appropriate province. In the South Central states New Orleans and the "Cajun country" around Lafayette, Louisiana are fascinating. (See Resources section for the address of the CODOFIL office.)

Even if you are not near a Francophone community, there are many excursions you can make to sites discovered or settled by the French. Consult America's French Heritage by Jacques-Donat Casanova and Armour Landry (La Documentation Française/Québec Official Publisher, 1976) for further information.

Other Related Projects

The nature of cultural activities relating to the French-speaking world is not different from those relating to France. The variety, of course, is much greater. Among the possibilities is a dinner from a particular region. It can be enhanced by playing music, wearing typical clothing, and dancing. Art projects inspired by the forms of a particular artistic tradition can stimulate student interest. Performances of songs, dances, or plays will actively involve the students in cultural activities. The amount of French the students speak while engaged in these activities will depend on their competence and your intent.

You might wish to invite professional performing groups to your school, or perhaps to a performance jointly sponsored by several schools. The Canadian consulates can assist with bringing French Canadian groups to the United States. There are undoubtedly other consulates or embassies that will provide assistance with cultural programming as well.

MAKING YOUR OWN MATERIALS

There is not, at the moment, any comprehensive set of audio-visual materials to present the cultures of the Francophone regions of the world. However, many materials can be made quite inexpensively. By combining these with some slides, filmstrips, or tapes available from commercial publishers, one can assemble a basic set of curriculum materials on most of the French-speaking areas. In this section we will discuss ways of making or collecting your own. To purchase materials, consult the Resources section.

Maps

A very handsome wall map of the world with the Francophone areas indicated in red is available from Continental Book Company. Or you can make your own wall map on tag board or other heavy stock.

Individual student maps can be made by tracing an appropriately sized map from an encyclopedia or atlas and duplicating it on a spirit master or photocopy machine. Make one map with the names of the Francophone areas written in for teaching purposes. Make a second unlabelled outline map to test the students' knowledge of the names and locations of the Francophone countries in a particular region.

Overhead transparency maps are very effective because they are large enough to be seen easily by an entire class. By drawing on them with a wax pencil or china marker, you can illustrate voyages of exploration, wars, and migrations. The wax pencil rubs off, and the transparencies may be reused many times. Once you have an outline map on an 8-1/2" x 11" sheet of paper, buy several transparency sheets and photocopy the original onto them.

Slides

You need not travel to get good slides. By inquiring among your friends and colleagues, you will discover a number of people who have been to the areas you are interested in. Call a travel agency to find out where groups have been or contact universities that have area studies centers. People will usually respond favorably to a request to see and copy their slides if they understand the purpose. Copies cost approximately 40 to 50 cents apiece.

Pictures in magazines are an invaluable resource as well. With a little practice, you can make good slides from photographs. You might want to purchase--or ask the school to purchase--an inexpensive copy stand. If the school system has an instructional resources center, the technical personnel there may take the pictures for you. Some school systems offer small grants to help develop curriculum materials. Some even offer sabbaticals for worthy causes. What could be worthier and more interesting than traveling to one or more Francophone regions to collect materials and learn about the culture?

Music

Music is perhaps the most difficult resource to collect on one's own. Adequate records and tapes, however, are available from such companies as Folkways Records and others listed in the Resources section. The lyrics are sometimes included. If not, with a little patience and perhaps the collaboration of a native speaker, they can be transcribed from the record and duplicated for class use.

Radio is another means of obtaining music in French. In areas near the Canadian border, one can often listen to French-language broadcasts of Radio Canada. Some stations in New England and Louisiana offer short programs in French. Shortwave transmissions from all over the Francophone world are another resource if you have access to a receiver.

Newspapers, Magazines, and Other Print Materials

Some newspapers and magazines are available in large college libraries. Oftentimes, however, they cannot be checked out, so you must make photocopies. Area studies centers may subscribe to Francophone magazines or newspapers as well.

The best solution, of course, is to procure your own copies. This may be done inexpensively by writing to foreign embassies and consulates in the U.S. They are often willing to send back issues of periodicals they receive from their own country. Write to the cultural attaché and explain that you are looking for materials written in French, as they often have background information about their country in either English or French and will send the English version unless otherwise informed. (Addresses of the embassies are given at the end of the Resources section.)

Airlines such as Air Afrique and UTA will send brochures about the areas they serve and their excursions. Once again be sure to request brochures written in French. (See addresses on p. 48.) There are undoubtedly other large companies that will do the same. By inquiring of those who advertise in the Francophone periodicals, you may well discover other sources of materials.

Subscribing to periodicals for a year or two will enable you to build a collection of printed material. If funds are available, it would be an interesting project to subscribe on a rotating basis to one or two periodicals from different countries every year. In a few years you would have a representative sampling from the entire French-speaking world.

Last, do not forget to ask friends and acquaintances traveling to any French-speaking region to buy you a few copies of different periodicals.

Speeches and Interviews

Once you and your students perceive the entire Francophone world as a resource from which to draw speakers, the availability of native French speakers increases immensely. I am always amazed by the number of students in my French classes who have parents or relatives of French Canadian origin. Depending upon your location, you are quite likely to find relatives or acquaintances of your students who come from Franco-American, Cajun, French Canadian, or French backgrounds. These people may or may not speak French, but they probably remember it being spoken in the home and may well be able to suggest someone who would be willing to talk to a class.

If you live near a university, there is an excellent chance of locating a French-speaking foreign student or visiting faculty member at the school. University officials are not allowed to hand out names and addresses of foreign students, but there is probably a foreign student organization or an international center that may serve as an intermediary. A number of universities have specialized institutes that may be of help, such as an African, North African, Canadian, Caribbean, or Asian studies center.

In larger cities, national or ethnic organizations may be able to put you in contact with Francophone people in the community. In addition, many of the Southeast Asian refugees who have been relocated in the U.S. attended French schools and still speak French.

One way to preserve a visitor's talk is, of course, to record it. Be sure to obtain permission first, explaining your purpose and perhaps offering to keep the talk anonymous if the person seems reticent.

A formal recorded interview is oftentimes more informative for use in later classes, because you can control the quality of the recording. For this you may wish to offer a small fee, depending upon the individual. It is also advisable to write the questions and give them to the person in advance so that he or she knows what to expect. This avoids a problem for some foreign students who are reluctant to give a recorded interview because they are afraid sensitive political or social issues will be broached.

A few general considerations on making recordings are given below. Apparently minor oversights can detract from the usefulness of a recorded interview.

- Record in an acoustically "dead" area. (Rugs, drapes, or upholstered furniture help reduce echo.)
- Place padding under microphone or cassette recorder if it is set on a table. (Deadens vibration.)
- Place microphone near person(s) speaking. (Helps eliminate extraneous background noise.)

Shortwave broadcasts in French from all over the world are another source of spoken material for the classroom. The Language By Radio Interest Group Newsletter, available from Robert Ervin, University College Library, University of Alabama, provides information on times and radio frequencies of broadcasts.

SELECTED BIBLIOGRAPHY AND GUIDE TO RESOURCES

Books, periodicals, audiovisual materials, and useful addresses are arranged by Francophone region. Where an American distributor is known, the company's name is listed with an asterisk, and its address given on p. 52. The addresses of the embassies of French-speaking nations appear at the end of the bibliography. Most documents identified by an ED number may be read on microfiche at an ERIC library collection or ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Ordering information for all those ED-numbered documents not available directly through the ERIC system can be found in the ERIC monthly abstract journal, Resources in Education.

Overview of the French-Speaking World

Books

Daprini, Pierre B. Introduction aux réalités linguistiques et littéraires de la francophonie. Canterbury Monographs for Teachers of French, No. 6 (1976), 95 pp. Available from Dept. of French, Univ. of Canterbury, Christchurch 1, New Zealand. Very useful; designed for French teachers.

Lasserre, Guy et al. La France d'outre-mer. Paris: Librairie Larousse, 1974, 162 pp. Beautiful photographs and solid background information on the geography, economy, and society of French-speaking areas under French control (D.O.M. and T.O.M.).

Littératures de langue française hors de France: Anthologie didactique. Fédération Internationale des Professeurs de Français. Gembloux (Belgique): Editions J. Duculot, 1976, 704 pp. Excellent anthology with informative notes and introductions.

Reboulet, André and Michel Tetu. Guide culturel: Civilisations et littératures d'expression française. Coédition: Hachette/Les Presses de l'Université Laval, 1977, 380 pp. Available from Continental Book Co.*

Tougas, Gérard. Les Ecrivains d'expression française et la France. Paris: Denoël, 1973, 271 pp. Excellent. Available from Continental Book Co.*

Valdman, Albert. Le Français hors de France. Paris: Champion, 1979. An excellent, comprehensive collection of linguistic analyses of French around the world.

Viatte, Auguste. La Francophonie. Paris: Larousse, 1969, 205 pp. Good overview.

Periodicals

Le Français dans le Monde. Eight issues per year. Available from Hachette/Larousse, 79 boulevard Saint-Germain, 75006 Paris. Designed for French teachers. Also available from Continental Book Co.*

Présence francophone. Two issues per year. Available from the Centre d'étude des littératures d'expression française (CELEF), Université de Sherbrooke, Québec. Primarily literature.

Maps

Wall map. "Carte des pays de langue française." Available from Continental Book Co.*

Audiovisual Materials

"La France d'outre-mer." Two filmstrips, cassettes or tapes, one bilingual text. Available from Berkeley Teaching Methods.*

Ogden, John and Georges Joyaux. Amérique du Nord. Antilles-Guyane. Afrique Noire. Afrique du Nord. Asie et le Pacifique. Five audiovisual units, each containing (a) cassette of regional music and speech; (b) song lyrics, tape transcript, linguistic analysis; (c) background information; (d) slides and slide descriptions in French and English; (e) overhead transparency and ditto master maps; (f) reading selections with glossary and exercises. Michigan Media, 400 Fourth St., Ann Arbor, MI 48109 (available fall '81).

Teaching Materials

Hopen, Diane, Patricia Moen and Michel Monnet. Cultural Understandings: Human Relations Units for French Language Classes, "Un Nouveau Jour." Classroom-ready materials on history, sports, recipes of Francophone regions. Includes pre- and post-tests. Available from Dept. of Public Instruction, Wisconsin State Dept. of Education, 125 S. Webster St., 3rd floor, Madison, WI 53701. $2.00.

Oudot, Simone. Rendez-vous chez les francophones. New York: Holt, Rinehart & Winston, 1977. Graded reading selection on Francophone regions; suitable for first- and second-year college students.

North America

(French Canada)

Books

History

Bergeron, Léandre. Petit Manuel d'histoire du Québec. Montréal: Editions québécoises, 1970.

Cook, Ramsey. French-Canadian Nationalism: An Anthology. Toronto: Macmillan, 1969.

Language

Bouthillier, Guy and Jean Reynaud. Le Choc des langues au Québec. Montréal: Les Presses de l'Université du Québec, 1972.

Orkin, Mark. French Canajan, Hé? Toronto: Lester and Orpen Dennys, 1975. A humorous look at nonstandard French usage in Quebec.

Literature

Grandpré, Pierre de. Histoire de la littérature française au Québec. 4 vols. Montréal: Beauchemin, 1967-69. Excellent anthology of and introduction to French Canadian literature.

Mailhot, Laurent. La Littérature québécoise. "Que Sais-je?" series. Paris: Presses Universitaires de France, 1974. A brief literary history.

General

Blanchard, Raoul. Le Canada français. Paris: Presses Universitaires de France; Montréal: Payard, 1960.

Rioux, Marcel. La Société canadienne-française: Etudes choisies et présentées par Marcel Rioux et Yves Martin. Montréal: Hurtubise, HMH, 1971.

Official Government Documents and Other Quebec Publications

ACDL-U.S.A. (Association Canadienne de Diffusion du Livre)
Box 207
Lakeport, NH 03246

Catalog of Materials Specifically for High Schools

Le Centre d'Etudes Québecoises
72 Washington St.
Lakeport, NH 03246

Periodicals

La Presse (daily newspaper)
7 ouest, rue St. Jacques
Montréal H2Y 1K9

Le Soleil (daily newspaper)
390 est, rue St. Vallier
Québec G1K 7J6

Maps (Quebec)

Direction Générale du Tourisme
150 Est Boul.
Saint-Cyrille, Québec G1R 4Y3

Audiovisual Materials

Films (Catalog and films in French and English)

National Film Board of Canada
1251 Ave. of the Americas
16th Floor
New York, NY 10020

Consulat Général du Canada
500 Boylston St.
Boston, MA 02130

OR

Regional consulates in the following major cities: Chicago, Detroit, Los Angeles, New Orleans, New York, San Francisco, Seattle; or the Canadian Embassy in Washington D.C.

Filmstrips and Cassettes

Wible Language Institute*; Berkeley Teaching Methods*

Teaching modules (booklets, filmstrips, and tapes) on French-Canadian language and culture)

The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario M5S 1V6

Music

Records of folksongs available from Folkways Records*; records of contemporary French-Canadian singers available through commercial record companies (Philips, Columbia, Gamma, etc.)

Interviews

Free series of interviews on various topics in both French and English on 7-inch records ("Topical Discs")

Radio Canada International
P.O. Box 6000
Montréal, Québec H3C 3A8

General Information

Ministère des Affaires Culturelles du Québec
Service du Canada français d'outre-frontières
Hôtel du Gouvernement
Québec, Canada

(United States)

Books

History

Casanova, Jacques-Donat and Armour Landry. America's French Heritage. Joint publication of La Documentation Française and The Québec Official Publisher, 1976. Also in French. Available from Continental Book Co.*

Quintal, Claire. Sur les traces de l'héritage français en Nouvelle-Angleterre: Boston. ED 171 162 (student text) and ED 171 159 (teacher's guide). National Assessment and Dissemination Center for Bilingual Education, Fall River, MA, 1977. Maps, photos, and text. Slide/cassette program available. Good model for teacher-produced materials on Franco-American communities.

Rumilly, R. Histoire des Franco-Américains. Montréal: L'Union St. Jean-Baptiste d'Amérique, 1958.

Violette, Maurice. The Franco-Americans. Vantage Press, 1976. Mostly about Maine.

Language

Breton, Roland J.-L. Géographie du français et de la francité en Louisiane. ED 188 457. International Center for

Research on Bilingualism, Laval University, Quebec, 1979, 110 pp. Treats linguistic minorities in the U.S., the history of Franco-Americans, the present state of French in Louisiana, and the typically French character of Louisiana.

Conwell, Marilyn J. and Alphonse Juillard. Louisiana French Grammar I: Phonology, Morphology and Syntax. The Hague: Mouton and Co., 1963, 207 pp. (Janua Linguarum, Series Practica: I)

Tinker, E. Larocque. Gombo: The Creole Dialect of Louisiana. Worcester, MA, 1936.

Literature

Chassé, Paul P. Anthologie de la poésie franco-américaine de la Nouvelle-Angleterre. (The Rhode Island Bicentennial Commission, 1976.)

Viatte, Auguste. Anthologie littéraire de l'Amérique francophone. Centre d'étude des littératures d'expression française (CELEF), Université de Sherbrooke, Québec, 1971. (Canada, Louisiana, Haiti, Martinique, Guadeloupe, Guiana.) Available from The French and Spanish Book Corp.*

_____. Histoire Littéraire de l'Amérique française. Québec: Université Laval, 1954.

Culture

Les Danses rondes. Music and lyrics to 19 songs from southern Louisiana.
Lafayette Natural History Museum and Planetarium
OR
Mrs. Catherine Blanchet
Rte. 4, Box 397
Abbeville, LA 70510

Fortier, Alcée. Louisiana Folk Tales. New York: Houghton, Mifflin, 1895; Kraus Reprint Co., 1969.

Whitfield, Irène T. Louisiana French Folksongs. University, LA: L.S.U. Press, 1939.

Periodicals

Revue de Louisiane/Louisiana Review
c/o CODOFIL
P.O. Box 3936
Lafayette, LA 70502

(Excellent journal on French culture, history, and language in the United States.)

Louisiane
P.O. Box 3936
Lafayette, LA 70502

(Free monthly newspaper. Articles in French and English on French-speaking Louisiana culture.)

Music

Records of Louisiana French, Cajun, and Creole folksongs available from Folkways Records.

Additional Sources

CODOFIL (Council for the Development of French in Louisiana)
P.O. Box 3936
Lafayette, LA 70502

(This organization promotes the "development, utilization, and preservation of the French language" in Louisiana as mandated by the state legislature in 1968.)

The Caribbean

Books

History

Pouquet, Jean. Les Antilles Françaises. No. 516 in "Que Sais-je?" series. Paris: Presses Universitaires de France, 1971.

Roberts, Adolphe. The French in the West Indies. New York: Bobbs-Merrill, 1942.

Language

Pompilus, Pradel. Contribution à l'étude comparée du créole et du français. Port-au-Prince: Editions Caraïbes, 1973.

_____. La Langue française en Haïti. Paris: Institut des Hautes Etudes de l'Amérique Latine, 1961.

Literature

Shapiro, Norman R. Négritude: Black Poetry from Africa and the Caribbean. New York: October House, 1970, 247 pp. Excellent bilingual anthology of militant black poetry, with good notes.

Viatte, Auguste. Anthologie littéraire de l'Amérique francophone. Centre d'étude des littératures d'expression française (CELEF), Université de Sherbrooke, Québec, 1971. (Canada, Louisiana, Haiti, Martinique, Guadeloupe, Guiana.) Available from The French and Spanish Book Corp.*

_____. Histoire littéraire de l'Amérique française. Québec: Université Laval, 1954.

Culture

Antilles-Guyane, François Monmarché, ed. "Les Guides bleus" collection. Paris: Hachette, 1973, 378 pp. Excellent historical, linguistic, and cultural overview of the French Antilles plus Haiti.

Bitter, Maurice. Haïti. No. 41 in the "Petite Planète" series. Paris: Editions du Seuil, 1970, 189 pp. Good overview of history, language, and customs.

Contes créoles illustrés: Textes bilingues créoles-français. Agence de Coopération Culturelle et Technique, 1976. Entertaining comic-book style illustrations with creole dialogue. French equivalents given. Available from Agence de Coopération Culturelle et Technique; 19, avenue de Messine; 75008 Paris.

Courlander, Harold. Haiti Singing. Chapel Hill: Univ. of North Carolina Press, 1939. Includes song lyrics.

Metraux, Alfred. Le Vaudou haïtien. Paris: Gallimard, 1958, 352 pp.

Wolfe, Linda et al. La Cuisine antillaise. Time-Life collection. New York: Time, Inc., 1972, 208 pp. Also in English.

Periodicals

France-Antilles (daily newspaper)
rue Hincelin
B.P. 658
Pointe-à-Pitre
Guadeloupe, French West Indies

Le Matin (daily newspaper)
rue Américaine
Port-au-Prince, Haiti

Maps

Detailed topographical maps (scale 1:100,000) of Martinique, Guadeloupe, and French Guiana

Institut Géographique National
107, rue la Boétie
75008 Paris

Wall maps available from Continental Book Co.*

Audiovisual Materials

Filmstrips and Cassettes

"Haïti: République noire de langue française." Filmstrip, cassette, and text. Available from Berkeley Teaching Methods.*

"Un Voyage merveilleux aux Antilles Françaises." Two filmstrips, two tapes or cassettes, text. Available from Berkeley Teaching Methods.*

Catalogs of other materials available from Educational Filmstrips,* Goldsmith's Audio-Visuals,* and Wible Language Institute.*

Haitian and Caribbean Folksongs

Folkways Records*

Travel and General Information

Haiti Government Tourist Bureau
30 Rockefeller Plaza
New York, NY 10020

French Government Tourist Office
610 Fifth Avenue
New York, NY 10020
(for Martinique, Guadeloupe, and French Guiana)

Sub-Saharan Africa

Books

History

Cornevin, Robert and A. Lachance. Brève Histoire des pays francophones de l'Afrique. Centre d'étude des littératures d'expression française (CELEF), Université de Sherbrooke, Québec.

Oliver, Roland and J.D. Fage. A Short History of Africa. Baltimore, MD: Penguin Books, 1975.

Language

Faik, Sully et al. Le Zaire: Deuxieme pays francophone du monde? ED 179 081. International Center for Research on Bilingualism, Laval University, Quebec, 1977, 34 pp. Presents summaries of research in population trends, French usage, and a qualitative and quantitative evaluation of French instruction on all levels.

Kwofie, Emmanuel N. La Langue française en Afrique occidentale francophone. ED 177 862. International Center for Research on Bilingualism, Laval University, Quebec, 1977, 74 pp. A reflection on certain aspects of sociolinguistic and linguistic problems of French in West Africa, particularly in Senegal and the Ivory Coast.

Makouta-Mboukou, J.P. Le Français en Afrique noire. Paris: Bordas, 1973.

Literature

Cook, Mercer and Stephen Henderson. The Militant Black Writer in Africa and the United States. Madison: Univ. of Wisconsin, 1969.

Harris, Rodney E., N. Shapiro, and M. Harris. Palabres: Contes et poèmes de l'Afrique noire et des Antilles. Glenview, IL: Scott Foresman and Co., 1973. Excellent anthology of modern poetry and traditional folktales.

Kesteloot, Lilyan. Black Writers in French. Philadelphia: Temple Univ. Press, 1974, 401 pp. An indispensable reference.

Mortimer, Mildred. Contes africains. Boston: Houghton Mifflin, 1972, 224 pp. A reader for French classes, with glossary and exercises.

Poésie du monde noir: Renaissance négro-américaine, Haiti-Antilles, Afrique, Madagascar. Paris: Hachette. Available from Continental Book Co.* Interesting to read black American poets in French.

Senghor, Léopold. Anthologie de la nouvelle poésie nègre et malgache de langue française. Paris: Presses Universitaires de France, 1972. The historic work prefaced by Jean-Paul Sartre's classic essay, "Orphée noire."

Shapiro, Norman. Négritude: Black Poetry from Africa and the Caribbean. New York: October House, 1970, 247 pp. Excellent bilingual anthology of militant black poetry, with good notes.

Wagner, Jean. Les Poètes nègres des Etats-Unis. Paris: Librairie Istra, 1963. French perspective on Afro-American poetry.

Culture

L'Almanach africain. Available from Agence de Coopération Culturelle et Technique, 19, avenue de Messine, 75008 Paris. Issued annually. An entertaining blend of folk tales, recipes, music, information about plants and animals, health, geography, and history.

Bebey, Francis. African Music: A People's Art. New York: Lawrence Hill, 1975.

Laude, Jean. Les Arts de l'Afrique noire. Livre de Poche. Paris: Librairie Générale Française, 1966.

Mbiti, John. African Religions and Philosophy. New York: Praeger, 1969.

Publishers

Présence Africaine is the principal French publisher of materials on all aspects of Africa, literary and other.

Editions Présence Africaine
25 bis, rue des Ecoles
Paris V^e^

Periodicals

Magazines

Balafon (4 issues per year)
Serma/Balafon
12 bis, rue Jean-Jaurès
92807 Puteaux, France

(Magnificent color photos, interesting articles on tribal cultures)

Bingo: Le Mensuel du monde noir
11, rue de Téhéran
75008 Paris

(Articles on popular culture)

Jeune Afrique (weekly news magazine)
51, avenue des Ternes
75017 Paris
(Also available through Continental Book Co.*)

Wife: Le Magazine de la femme camerounaise
11, rue de Téhéran
75008 Paris

Newspapers

Cameroon Tribune
Immeuble Agracam
B.P. 23
Yaoundé, Cameroon

Fraternité-Matin
01 B.P. 1807
Abidjan, Ivory Coast
(Côte d'Ivoire)

Madagascar-Matin
1, Làlana Solombavambahoaka
Frantsay 77
Antsahavola - B.P. 1570
Tananarive, Madagascar

Le Sahel
Maison de l'Information
Place du Petit Marché
Niamey, Niger

Salongo
Avenue Kasa-Vubu
Kinshasa, Zaïre

Le Soleil
Dakar, Sénégal

L'Union
B.P. 3849
Libreville, Gabon

Maps

Atlas Jeune Afrique
51, avenue des Ternes
75017 Paris

Wall maps: Continental Book Co.*; Berkeley Teaching Methods*

Michelin road maps: The French and Spanish Book Corp.*

Audiovisual Materials

Slides, Filmstrips

"L'Afrique noire d'expression française" (100 slides). Mag-

nificent collection of slides on all aspects of life. Booklet to accompany slides. Highly recommended. Available from Continental Book Co.* and Wible Language Institute.* (Wible offers tapes to accompany the slides.)

"La diaspora noire" (20 slides). Black peoples of Africa and the Americas. Available from Continental Book Co.*

"Ile de la Réunion" (6 slides). Available from Goldsmith's Audio-Visuals.*

"Archipel des Comores" (12 slides). Available from Goldsmith's Audio-Visuals.*

"Le Panorama de l'Afrique noire d'expression française: économique, géographique, industriel, social et en marche vers l'an 2000." Two filmstrips, two cassettes, two bilingual texts. Available from Berkeley Teaching Methods.*

"La Vie du jeune africain Mamadou en Afrique noire de langue française." Filmstrip, cassette, and bilingual text. Available from Berkeley Teaching Methods.*

Films

Many films are available in both French and English. Among those recommended are:

"West Africa: Two Life Styles." About rural and urban living in the Ivory Coast. 20 minutes, color. May be purchased or rented from Bailey Film Associates, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, CA 19406.

Films by Ousmane Sembene, particularly "Le Mandat" and "Xala." Dialogues in French or Wolof. Available from commercial film rental companies.

Africa from Real to Reel: An African Filmography, by Steven Ohru and Rebecca Riley. Reviews over 1,300 films and lists distributors. Available from African Studies Association, 218 Shiffman Center, Brandeis Univ., Waltham, MA 02154.

Music

Traditional music available from Folkways Records.*

Modern African music: African Record Centre Distributors, 2343 Seventh Ave., New York, NY 10030

Cultural Material

Dances

African Dances and Games, No. 2000. Available from S and R Records, 1607 Broadway, New York, NY 10019. (Free catalog available.)

Recipes

La Cuisine aux pays du soleil. "Les Classiques africains." Editions Saint-Paul, 1976. 184, avenue de Verdun, 92130 Issy-les-Moulineaux, France.

An attractive packet of cards with a recipe in French on one side and a photograph of the dish on the other is available from Air Afrique, c/o Air France, General Agent, Box DC-8, New York, NY 10011.

General Information

Sources of printed material

The French and Spanish Book Corp.* offers a helpful catalog, Afro Writers: A Bibliography of Recent Works in French.

Continental Book Co.* offers a good selection of Afro-French authors in their regular catalog.

The tourist offices of all the African countries should be able to provide brochures in French about their countries. Write their embassies in the U.S. for the address of the tourist bureau in the country.

Travel/Study Programs (for teachers and students)

Educators to Africa Association
The African-American Institute
833 United Nations Plaza
New York, NY 10017

North Africa and the Near East

Books

History

Amin, Samir. Le Maghreb moderne. Paris: Editions de Minuit, 1963, 358 pp.

Laroui, Abdallah. L'Histoire du Maghreb. Paris: Maspero, 1970, 395 pp.

Nantet, Jacques. Histoire du Liban. Paris: Editions de Minuit, 1963, 358 pp.

Language

Abou, Selim. Le Bilinguisme arabe-français au Liban. Paris: Presses Universitaires de France, 1962, 502 pp.

Lanly, A. Le Français d'Afrique du Nord. Paris. Bordas, 1970.

Literature

Arnaud, Jacqueline, Jean Déjeux et al. Anthologie des écrivains maghrébins d'expression française. Paris: Présence Africaine, 1965, 300 pp.

Déjeux, Jean. Littérature maghrébine d'expression française. Ottawa: Editions Naaman, 1973, 496 pp. Excellent historical overview and introduction to 12 major authors.

Kalaf, Saher. Littérature libanaise de langue française. Ottawa: Editions Naaman, 1974, 156 pp. Available from The French and Spanish Book Corp.*

Culture

Chédid, Andrée. Liban. No. 39, "Petite Planète" collection. Paris: Editions du Seuil, 1968, 190 pp.

Guides bleus. Paris: Hachette. A volume on each country: Maroc, Algérie, Tunisie. Excellent cultural, historical, and linguistic background.

Rondot, Pierre. L'Islam. Paris: Lafarge, 1968, 128 pp.

Scelles-Millie, J. Contes arabes du Maghreb. Paris: G.P. Maisonneuve, 1970, 336 pp.

Periodicals

Magazines

Dialogue (weekly news magazine)
Boulevard du 9 avril 1938
La Kasbah
Tunis, B.P. 1933, Tunisia

Newspapers

L'Opinion
11, avenue Allab Ben Abdallah
Rabat, Morocco

El Moudjahid
20, rue de la Liberté
Alger, Algeria

Tunis Hebdo (weekly)
1, Passage St.-Joseph
Tunis, Tunisia

Le Soir
B.P. 1470
Beyrouth, Lebanon

Maps

Michelin makes detailed roadmaps of Morocco and Algeria-Tunisia. Available from The French and Spanish Book Corp.*

Audiovisual Materials

Music

Folkways Records.*

Films

The Algerian film industry is particularly active. Some films are available through commercial film rental companies.

Cultural Material

A booklet of recipes in either French or English is available from the Tunisian Tourist Bureau (see address below).

Some books of folktales in French are available from Continental Book Co.*

General Information

Request brochures written in French from the following:

Office National Algérien du Tourisme
25/27, rue Khélifa Boukhalfa
Alger, Algeria

Lebanon Tourist Office
405 Park Avenue
New York, NY 10022

OR

Conseil National du Tourisme
Rue de la Banque du Libah
Beyrouth, Lebanon

Moroccan National Tourist Office
597 Fifth Avenue
New York, NY 10017

OR

Office National du Tourisme
22, Avenue d'Alger
B.P. 19
Rabat, Maroc

Southeast Asia and the Pacific

Books and Articles

Bao, Bùi-Xuân. Le Roman vietnamien contemporain, 1972.

Bénouis, Mustapha K. "La Polynésie à l'heure de l'autonomie: Entretien avec M. Francis A. Sanford, Vice-Président du Conseil du Gouvernement." Contemporary French Civilization (Winter 1978): 253-63.

Bitter, Maurice. Les Iles merveilleuses du Pacifique. Paris: Fernand Nathan, 1976. Information on history, languages, religions, social groups, and cuisine.

Ennis, Thomas. French Policy and Development in Indo-China. Chicago: Univ. of Chicago Press, 1936.

Tahiti, Nouvelle-Calédonie, "Guide bleu" series. Paris: Hachette.

Van Kiem, Thai. "Mes Souvenirs avec quelques romanciers et poètes vietnamiens d'expression française." In Le Roman contemporain d'expression française, A. Naaman and L. Painchaud, eds. Centre d'étude des littératures d'expression française (CELEF), Université de Sherbrooke, Québec, 1971, 100-110.

Periodicals

La Dépêche de Tahiti
(daily newspaper)
Papeete, Tahiti
French Polynesia

Les Nouvelles Calédoniennes
34, rue de la République
Nouméa
New Caledonia (Nouvelle Calédonie)

Audiovisual Materials

Slides, Filmstrips

"La Polynésie Française." Available from Goldsmith's Audio-Visuals.*

"La Nouvelle Calédonie. Three filmstrips, cassette. Available from Educational Filmstrips.*

"La Polynésie Française." Three filmstrips, cassette. Available from Educational Filmstrips.*

General Information

Write to UTA (airline), Papeete, Tahiti, French Polynesia for travel brochures.

Addresses of Distributors

Berkeley Teaching Methods
P.O. Box 368X
Northport, NY 11768

Continental Book Company
11-03 46th Avenue
Long Island City, NY 11101

Educational Filmstrips
1428 19th Street
Huntsville, TX 77340

Folkways Records, Inc.
43 West 61st Street
New York, NY 10023

The French and Spanish Book Corporation
115 Fifth Avenue
New York, NY 10003

Goldsmith's Audio-Visuals
A/V Language Department
301 East Shore Road
Great Neck, NY 11023

Wible Language Institute
24 South 8th Street
P.O. Box 870
Allentown, PA 18105

Embassies of Francophone Nations

Embassy of Algeria
2118 Kalorama Rd., N.W.
Washington, DC 20008
202/328-5300

Embassy of Bénin
(formerly Dahomey)
2737 Cathedral Ave., N.W.
Washington, DC 20016
202/232-6656

Embassy of Burundi
2717 Connecticut Ave., N.W.
Washington, DC 20008
202/387-4477

Embassy of Cameroon
2825 Normanstone Dr., N.W.
Washington, DC 20008
202/232-0319

Embassy of Canada
1746 Massachusetts Ave., N.W.
Washington, DC 20036
202/785-1400

Embassy of Central African Republic
1618 22nd St., N.W.
Washington, DC 20008
202/265-5637

Embassy of Chad
2600 Virginia Ave., N.W.
Washington, DC 20009
202/331-7696

Embassy of Gabon
2034 20th St., N.W.
Washington, DC 20008
202/797-1000

Embassy of Guinea
2112 Leroy Pl., N.W.
Washington, DC 20008
202/483-9420

Consulate of Haiti
4400 17th Street, N.W.
Washington, DC 20011
202/723-0116

Embassy of Ivory Coast
2424 Massachusetts Ave., N.W.
Washington, DC 20008
202/483-2400

Embassy of Lebanon
2560 28th St., N.W.
Washington, DC 20008
202/462-8600

Embassy of Madagascar
2374 Massachusetts Ave., N.W.
Washington, DC 20008
202/265-5525

Embassy of Mali
2130 R St., N.W.
Washington, DC 20008
202/332-2249

Embassy of Mauritania
2129 Leroy Pl., N.W.
Washington, DC 20008
202/232-5700

Embassy of Mauritius
4301 Connecticut Ave., N.W.
Washington, DC 20008
202/244-1491

Embassy of Morocco
1601 21st St., N.W.
Washington, DC 20009
202/462-7979

Embassy of Niger
2204 R St., N.W.
Washington, DC 20008
202/483-4224

Embassy of Rwanda
1714 New Hampshire Ave., N.W.
Washington, DC 20009
202/232-2882

Embassy of Senegal
2112 Wyoming Ave., N.W.
Washington, DC 20008
202/234-0540

Embassy of Togo
2208 Massachusetts Ave., N.W.
Washington, DC 20008
202/234-4212

Embassy of Tunisia
2408 Massachusetts Ave., N.W.
Washington, DC 20008
202/234-6644

Embassy of Upper Volta
5500 16th St., N.W.
Washington, DC 20011
202/726-0992

Embassy of Zaire
(formerly Congo-Kinshasa)
1800 New Hampshire Ave., N.W.
Washington, DC 20009
202/234-7690

John Ogden (Ph.D., SUNY at Buffalo) is assistant professor of French at The University of Michigan-Flint. A former Peace Corps volunteer in Liberia, he has done research on French literature from Africa and the Caribbean. He has been developing multimedia curriculum materials on the cultures of the Francophone world in collaboration with Professor Georges Joyaux of Michigan State University. Dr. Ogden's articles and reviews have appeared in the AATF National Bulletin, Africana Journal, and Cahiers Césairiens, among other periodicals.

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